The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Spring 2 Semester
April 4 – June 10, 2022

Digital Content Creation
PMGT 6470
3 Credits

Tuesdays: 6:10-8:00pm

Instructor Information

Instructors:

Alex Bender

Alex (Percival) Bender is the Vice President of Communications and Marketing for Core4ce, a federal contractor that provides services and solutions to the US intelligence and national security communities. Alex manages corporate communication with Core4ce's 400+ employees, supports employee recruitment and executive thought leadership, and maintains ownership of Core4ce's digital presence, marketing efforts, and branding.

Formerly, Alex served as the Vice President of Digital at Mercury Public Affairs, where she worked with organizations including the United Nations Foundation, Bloomberg Philanthropies, Sea Shepherd Conservation Society, and Girl Scouts USA. While at Mercury, Alex advised clients on how to better integrate digital within their broader public relations efforts and conducted trainings for client teams in the areas of executive thought leadership, digital analytics, social media strategy, advertising, and graphic design.

Alex earned a master's degree from The George Washington University's Graduate School of Political Management and a bachelor's degree from the College of Charleston.

Contact Information
Email Address: saperciv@gwu.edu

Communication
The best way to contact Alex is via email. She'll return emails within 24 hours during weekdays but not weekends.

Jonathan Halls

Jonathan Halls is a media training specialist and has been teaching and doing media since
1987. Formerly head of television, radio operations and new media (digital) training at the BBC, he was

also training manager of the BBC's New Media Training Unit in the pioneering days of the Web. He started his career on air as a journalist/broadcaster.

After the BBC he designed and delivered the training at the Daily Telegraph's groundbreaking converged newsroom transformation for IFRA Newsplex and has trained journalists, editors and producers in digital storytelling around the world at companies including The Times (London), Financial Times (London), DeVolkskrant (Netherlands), Metro (London), Le Monde (France), L'Espresso (Portugal), Romania Libera (Romania), Times (India), Mediacorp (Singapore), BBC, ITV, Channel Four, and many more.

He has served on the jury for WAN IFRA's *European Digital Media Awards, Asian Digital Media Awards, Middle East Digital Media Awards and INMA's Global Media Awards*. Jonathan more recently has focused energy on helping learning professionals develop media production skills to further learning in distributed organizations and is author of several books on this topic.

Contact Information
Email Address: jghalls@gwu.edu OR jgh@jonathanhalls.com

Course Details

This course is designed to give students core practical skills to conceptualize and create digital content that strategically supports campaign goals and is tailored to resonated with key audiences. It emphasizes key principles of media storytelling, production, and graphic design across multiple modalities using accessible, affordable tools and practices.

Expectations and Responsibilities

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at GWU Blackboard. Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes. Support for Blackboard is available at 202-994-4948 or IT Blackboard web page.

Out-of-Class/ Independent Learning Expectation
For face-to-face classes:
Over the course of the semester, students will spend approximately three hours per week in combined online class meetings (synchronous learning) and engaged in asynchronous instructional learning activities (done weekly on one's own time) over the 10-week term. In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8¼ hours per week. Over the course of the semester,

students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 hours preparing for class for a total of 112.5 hours. Hybrid and Online courses meet the total 112.5 hours of total instruction.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an "F" for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an "F" for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a "do-over" or resubmission. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity

Attendance Policy

[Please state your class attendance policy, and please note the importance of maintaining contact with the instructor if a student is unable to attend or misses work.]

University Policy on Observance of Religious Holidays

Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see the Office of the Provost's Policies web page (Religious Holidays document).

Online Classroom Conduct Policy

You should behave in class as if you are in a professional setting. Unless you are having connection difficulties, you are expected to activate your camera and to be present, attentive, and engaged during online course meetings. Please do not attempt to multitask, as it is almost impossible to read something while simultaneously listening to something else. Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.

- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Technology Requirements
It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the Technical Requirements and Support web page. If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the IT Support website. GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. The following links provide more information about the accessibility of technologies that may be used in this course (delete all not needed):
- Blackboard accessibility
- Microsoft Office accessibility
- Adobe accessibility
- Vimeo accessibility
- YouTube accessibility
- VoiceThread accessibility
- Webex accessibility
- Zoom accessibility

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the Disability Support Services website (see above).

Technology Expectations
Regarding technology skills, you should be able to (delete all not needed):
- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Use of Electronic Course Materials and Class Recordings
Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless

express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services if you need additional accommodations for accessing electronic course materials.

Copyright Statement
Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

Support for Students with Disabilities
GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at https://disabilitysupport.gwu.edu/.

Counseling and Psychological Services
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the Counseling and Psychological Services website.

Title IX: Confidentiality and Responsible Employee Statement
The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit https://haven.gwu.edu/.

The Writing Center
The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can schedule writing center appointments, both in-

person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the writing center contact page. The Writing Center offers summer hours.

GWU Libraries
Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the GW Libraries homepage.

Call the Ask Us desk at 202-994-6048 or contact someone at the library to answer any questions. For questions beyond "Do you have this book/article?" and "How do I login?" use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security
- **In an emergency**: call GWPD at 202-994-6111 or call 911
- **For situation-specific actions**: review the Emergency Response Handbook
- **In an active violence situation**: Get Out, Hide Out or Take Out
- **Stay informed**: review notification tools for staying informed during emergency and safety related situations

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting:

Dr. Todd Belt
Director, Political Management Program
tbelt@gwu.edu | 202-994-4363

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Political Management Program Objectives
A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:
1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;

3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no "do-overs" because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

Course Description and Overview

This class gives students a practical set of skills to conceptualize and create digital content. It covers basic theory about digital storytelling, the dynamics of telling those stories in different modalities (video, text, social media graphics, digital ads, etc) across different platforms (desktop, tablet, mobile), and best practices for designing content that will make an impact. The class is a mix of theory and lots of practice. Students will develop a range of digital assets throughout the course and apply what they've learned to provide constructive feedback to their peers.

Course Learning Objectives

- Discuss how media works to convey information in terms of cognitive psychology through text, audio, graphics and video in today's digital ecosystem.
- Discuss the tension between the media and politicians in disseminating information to voters.
- Critique the efficacy of digital content and campaigns.
- Pair imagery and text to make a persuasive visual argument.
- Develop social graphics that are optimized for the platform and audience.
- Quickly shoot and edit video following professional media techniques.
- Design digital ads, landing pages, and e-newsletters using accessible tools.
- Visually represent data in infographics that adhere to design principles.
- Produce audio content following professional media production standards.

Course Requirements
Students will be required to complete a series of assignments that center around the production of digital content. They will also be expected to attend 80% of classes and catch up on any class they miss through collaboration with other students. This class is both very practical and theoretical. As such class discussion and critical reflection will go hand-in-hand with making real media content. Campaigns are a team effort and as such positive collaboration will be expected during exercises and assessment.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Audio Campaign. Record a 90 second podcast on a topic of your choice that includes spoken word, music and sound effects. Submit the podcast for review as an MP3 with the script and a short summary of what you did and how you achieved your message goals with spoken word, music, and sound effects.	Produce audio content for an informational or political campaign that follows professional media production standards.	April 25	15%
Video Campaign. Submit a video that follows the shooting and editing conventions discussed in Weeks 4 and 5 on a key message for a digital campaign. The video should be accompanied by an 800-word summary that analyzes how the techniques you have adopted support your campaign and how they appeal to your audience.	Quickly shoot and edit video for an informational or political campaign following professional media techniques.	May 9	20%
Poster Design. Develop audience profiles and design a series of posters that are targeted to each audience group. Each poster will be designed with the goal of educating audiences and encouraging them to take action around a topical political issue.	Pair imagery and text to make a persuasive visual argument.	May 16	15%
Social Graphics and Infographic Campaign. Choose an advocacy organization and develop a series of social media graphics: 1) Quote graphic; 2) Awareness graphic; 3) Fact/statistic	Develop social graphics that are optimized for the platform and audience. Visually represent data in an infographic that adheres to	May 23	20%

graphic. Additionally, design an infographic around a key issue area for your organization.	layout and composition principles.		
Final Presentation. Choose a candidate or ballot measure in the 2022 midterm elections and audit their website, social platforms, ads, e-newsletter, and video content. Based on your findings – as well as the skills you've gained throughout the course – propose a new phase for the campaign. Describe your creative vision and illustrate your approach with a range of sample creative assets. Use data to inform your campaign approach, and clearly outline which audiences you need to influence and why. Defend your ideas to the class by fielding questions from other students.	Critique the efficacy of digital content and campaigns. Design digital ads, landing pages, and e-newsletters using accessible tools. Develop social graphics that are optimized for the platform and audience.	June 7	30%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*		Grading Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.

C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials
A reading list will be provided to class during the first class.

Tentative Course Calendar*
*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class Date – 5 April 2022 (JH & AB)
Week 1

Introduction to the Semester
The first class will include an introduction to the semester and a discussion of design knowledge in the political and advocacy worlds. In particular, the democratization of design with new tools and the underlying need for design theory.

Class Learning Objectives

- Applying design knowledge in the political and advocacy worlds, and beyond
- Democratization of design: Understanding the tools that are available and why templates aren't enough
- Brief overview of the evolution of political campaign design

Weekly Assignment
Choose at least 3 candidates and/or ballot measures in the 2022 midterms and follow each campaign's social media accounts and subscribe to their newsletters. Monitor the candidates and/or ballot measures throughout the semester, and eventually choose one upon which you will base your final presentation.

Class Date – 12 April 2022 (JH)
Week 2

Media Psychology and Media Evolution
This class will look at the psychology of media and how people use media messages to construct meaning, drawing on cognitive science. It will explore how media has evolved in terms of its modalities ands platforms, from a one-way system to more interactive experience. It will consider what this means for influencing society through the media.

<u>Class Learning Objectives</u>

- Discuss how media works to convey information in terms of cognitive psychology through text, audio, graphics and video in today's digital ecosystem.
- Discuss the tension between the media and politicians in disseminating information to voters.

<u>Weekly Assignment</u>
Choose an island in the Caribbean that is well-known as a tourist destination and conduct an online review of how media enabled people from outside the island (potential tourists) to make sense of that island's response to the pandemic. In particular, how the various modalities influenced the message based in line with the intended audience and purpose.

Class Date – 19 April 2022 (JH)
Week 3

Podcasting & Audio Production
This class will explore how to create dynamic audio podcasts as a way of creating and supporting a narrative. It will explore the key tools of audio, audio writing conventions, and basic digital production process for recording and producing audio content that is quick and easy to understand.

<u>Class Learning Objectives</u>

- Plan and produce a short audio podcast using digital production techniques.
- Write a podcast script following conventions of writing for the ear.

<u>Weekly Assignment</u>
Record a 90 second podcast on a topic of your choice that includes spoken word, music and sound effects. Submit the podcast for review as an MP3 with the script and a short summary of what you did and how you achieved your message goals with spoken word, music and sound effects.

Class Date – 26 April 2022 (JH)
Week 4

Editing Video Efficiently to Look Polished and Professional
This week focuses on editing video, before moving to filming video in the following week. This week explores key video editing principles that ensure video messages are quickly and easily understood, and that reduce distractions which may distort a message. It looks at a video editing workflow to ensure video content flows editorially, is accurate and follows general principles of visual grammar used in professional production. It will also look at critical administrative practices that speed up the video editing process.

<u>Class Learning Objectives</u>
- Edit a message for social media such as Facebook, Instagram or YouTube that looks polished and flows following continuity editing principles.
- Describe key principles of continuity editing.
- Discuss critical administrative steps to speed up the editing process.

Weekly Assignment
Edit a series of video sequences that follow professional practices taught in class tonight using a cloud-based video editing program. Shoot some basic video with cell phone.

Class Date – 3 May 2022 (JH)
Week 5

Planning & Shooting Engaging Video
This class will explore how to quickly plan and shoot focused video content for different platforms and make it dynamic, so it engages audiences. It looks at a video production workflow to speed up production, how to frame shots so they are engaging and how to plan pictures to tell a visual story. And how to craft content, drawing on the unique properties of video as a communication modality.

Class Learning Objectives

- Plan a video message for a social media platform such as Facebook, Instagram or YouTube.
- Shoot engaging video using a cell phone that follows traditional TV production values.
- Describe how to make the best of video as a communication modality to convey a message.

Weekly Assignment
Plan a storyboard for a digital video package and film it, using your cell phone following the techniques discussed relating to issues such as framing, stability, lighting, action, and focus.

Class Date – 10 May 2022 (AB)
Week 6

Message Development & Image Selection
This class will focus on the basic building blocks of graphic design – images and text. We'll review creative assets from both the public and private sectors and discuss what makes them compelling. We'll review the proliferation and impact of digital memes. During class, students will draft a tweet sharing their point of view on a leading news story of the week and pair their copy with a static meme or GIF.

Class Learning Objectives
Pair imagery and text to make a persuasive visual argument.

Online Resources (to be reviewed prior to class)

- NY Times: The Mainstreaming of Political Memes Online
- The Conversation: Political cartoonists are out of touch – it's time to make way for memes
- Images Video

Weekly Assignment
Develop audience profiles and design a series of posters that are targeted to each audience group. Each poster will be designed with the goal of educating audiences and encouraging them to take action around a polarizing political issue.

Class Date – 17 May 2022 (AB)
Week 7

Color Theory and Typography
This class will provide an overview of color theory, color meanings and symbolism, and typography. We'll explore tools that allow designers to select complementary font pairings and color palettes. We'll review sample brand guides and digital graphics from a range of organizations and political candidates. During class, students will choose an advocacy organization, review their current branding, and propose a new color palette, header font, and body copy font.

Class Learning Objectives

- Pair imagery and text to make a persuasive visual argument.
- Develop social graphics that are optimized for the platform and audience.
- Design digital graphics using accessible tools.

Online Resources (to be reviewed prior to class)

- Color Theory Video
- Typography Video
- Color meanings and symbolism
- Fast Company: The women running for president are breaking the rules of branding

Weekly Assignment
Choose an advocacy organization and develop a series of social graphics: 1) Quote graphic; 2) Awareness graphic; 3) Fact/statistic graphic. Additionally, design an infographic around a key issue area for your organization.

Class Date – 24 May 2022 (AB)
Week 8

Rules of Composition
We'll discuss techniques for creating cohesive, effective designs. Topic will include contrast, hierarchy, white space, and alignment. Students will critique each other's social graphics and digital banner ads from the Week 7 assignment and make adjustments based on feedback received.

Class Learning Objectives

- Design digital ads, landing pages, and e-newsletters using accessible tools.
- Visually represent data in infographics that adhere to design principles.

Online Resources (to be reviewed prior to class)

- 10 Rules of Composition all Designers Live By
- Layout and Composition Video
- Rule of Thirds

Weekly Assignment
Refine your social graphics and infographic based on instructor feedback and input from classmates.

Class Date – 31 May 2022 (AB)
Week 9

Bringing It All Together
This class will include a review of graphic design concepts learned in Weeks 5 and 6. We'll also discuss tools and techniques to create landing pages and e-newsletters and focus on the importance of brand consistency. We'll discuss expectations for the final presentation and students will share ideas for their project and engage in a creative brainstorm.

Class Learning Objectives

- Critique the efficacy of digital content and campaigns.
- Pair imagery and text to make a persuasive visual argument.
- Develop social graphics that are optimized for the platform and audience.
- Design digital ads, landing pages, and e-newsletters using accessible tools.

Weekly Assignment
Preparation for final presentations.

Class Date – 7 June 2022 (JH & AB)
Week 10

Final Presentations
Using the skills you've gained throughout the course, as well as the research you've conducted on a 2022 political candidate or ballot measure, propose a new approach for your campaign. Describe your creative vision and illustrate your approach with a range of creative assets. Use data to inform your campaign approach, and clearly outline which audiences you want to influence and why. Defend your ideas to the class by fielding questions from other students.